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ABSTRACT

Operating under the presupposition that there exists in the Milwaukee Public School System a population of high school youth whose educational needs are not being met through present programs, this study was directed toward ascertaining the dimensions of the problem, including defining the population and its educational needs, determining to what extent these needs are being fulfilled, and proposing alternatives if warranted. Activities carried out during the study included: (1) selection of four secondary schools for intensive study, (2) administration of a questionnaire to assess student perceptions and value orientations, (3) development of school-community profiles for each of the 15 schools in the district, and (4) a national canvass of all school systems with a student population of over 50,000. Results of the study revealed that there is an identifiable need for a career development program and, within the context of career development, a need for expanded vocational education opportunities. The greatest need appears to be in the inner-city schools. However, the study indicates that a majority of the students who are disenchanted by the school system are not exclusively in inner-city schools; hence, the phenomenon of student dissonance should be recognized as a city-wide concern. On the basis of the results of this study, it is recommended that the concepts of career education and community-based education be combined into a program of career development. (Several pages may be light.) (SB)

milwaukee public schools

ED 069856

Career Development Program

A REPORT

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CAREER DEVELOPMENT PROGRAM

A Report of the
Pre-Program Development Study
Concerning the Milwaukee Career-
Development Program

Milwaukee Public Schools
September, 1972

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TABLE OF CONTENTS

PART		Page
I	STATEMENT OF THE PROBLEM	1
II	PROCEDURE	5
III	RESULTS OF THE STUDY	9
	Student Questionnaire	9
	Milwaukee School-Community Profile	14
	National Canvass, Program Visitations and Literature Search	16
	Student Interviews	22
IV	CONCLUSIONS AND RECOMMENDATIONS	24

APPENDICES

A	Proposal for the Pre-Program Development Study Concerning the Milwaukee Career Development Program	33
B	Factor Analysis	41
C	Milwaukee School-Community Profile	51
D	Milwaukee Student Survey	71

REPORT OF THE PRE-PROGRAM DEVELOPMENT STUDY CONCERNING THE MILWAUKEE CAREER DEVELOPMENT PROGRAM

Part I

STATEMENT OF THE PROBLEM

In March, 1971, the Bureau of Adult, Vocational, and Technical Education of the United States Office of Education published a paper titled "Vocational Education for the 70's," in which it stated that over 80 per cent of the nation's youth, leaving or graduating from school, are unable or are ill-equipped to enter the labor force. Many of them who are unable to find employment seek admission to colleges and universities, only to experience failure, since less than 20 per cent of all the nation's youth graduate from these schools.

At present, large numbers of high school and college graduates, as well as recipients of master's and doctoral degrees, are unemployed, and everyone is asking why -- students, parents, employers, and policy-makers, each with his own personal and institutional interests. Substantial portions of the population lack fulfillment in their work, locked into dead-end jobs or unaware of possible vertical and lateral career transitions. Others experience erosion of their employment skills.

This current state of incapacitation, the report states, is further compounded by the fact that the educational non-system is neither structured nor equipped to assist them. Our educational delivery system is often fragmented and uncoordinated; it needs a well-planned umbrella approach to the solution of problems rather than isolated attempts at treating the symptoms. It does not parallel the lifelong needs of people for career development.

When we consider the enormity of personal and social investments, the loss of self-esteem and self-confidence, the billions of educational dollars spent for

inappropriate, non-relevant education, and the cost of remedial, correctional, and welfare programs, the implications for efficient, all-encompassing human resource development and utilization are staggering. The responsibility for such development and utilization rests not only in teachers, students, and educators, but also in those who represent the community and make the actual decisions.

It is generally recognized and accepted by many educators that with only a few exceptions most of our high schools, middle schools, and primary schools in final consequence are college preparatory, with primary preparing for middle, middle preparing for high school, and high schools preparing for college. A discussion paper (draft) prepared by the United States Office of Economic Opportunity expresses a similar view, admonishing that "most of our young people leave school and college vocationally illiterate. The main role of secondary education in the United States appears to be one of preparation for further education and training rather than preparing participants for the work force. Yet,in view of the large numbers of students who drop out of school each year or who fail to complete a college program, this approach to education may not be a realistic one. For example, only 16 per cent of our high school students appear to be getting the benefit of skill training before they enter the labor force. Another 20 per cent are making it through college."

The Office of Education data, based on 1970-1971 statistics reflect a deterioration of the situation, "... in spite of the massive effort for college preparation, less than 20 per cent of the nation's youth graduate from colleges and universities. During the 1970-1971 school year, 3.7 million young people left formal education. Of these, nearly 2.5 million lacked skills adequate to enter the labor force at a level commensurate with their promise. Many left with no marketable skills at all."

These people, according to the United States Commissioner of Education, Dr. Sidney P. Marland, Jr., represent an educational outlay of 28 billion dollars, which constitutes about one-third of the amount spent on education in the nation last year. It becomes more and more logical to conclude that either eighty per cent of our youth are unsuited for our high schools, or that our high schools are unsuited for them.

In either case, this large school population is required by law to attend schools with programs that often appear to be irrelevant to their lives, thus they are predestined to boredom, failure, and humiliation as a consequence. Frequently, unable to overcome the situation, their alternative is either to develop an "I don't care" attitude toward school and school achievement, or to protest in a more or less overt manner. Actually, rebellion frequently becomes the only exciting and attention-provoking activity in the daily boredom of their school routine.

The young people of the Milwaukee Public Schools do not differ in any major extent from those in other large cities of the nation in that approximately 80 per cent of their number also do not graduate from college. The fact that they do not graduate from college would not be so important if there were other alternatives. What is even more important is the fact that most Milwaukee Public School youth view the public schools as the best place to get an education. This was one of the findings of the Pre-Program Development Study.

The Milwaukee Board of School Directors authorized the study which addressed itself to several questions concerning the career development needs of Milwaukee students. A group of five young professional people were contracted on a consultant basis, under the direction of Dr. Christopher Flizak, a psychologist and previously Director of Evaluation and Research for the State Department of Public Instruction.

The study was begun with the presupposition that there exists, in the Milwaukee Public School system, a population of high school age youth whose educational needs are not being met through present programs. The study was directed toward ascertaining the dimensions of the problem -- defining the population and its educational needs; ascertaining to what extent these needs are being fulfilled (both within the Milwaukee Public Schools and the community); and if reasonably warranted, proposing alternatives. Specifically, the study addressed itself to the following questions:

1. What is the need? Does it in fact exist?
2. How great is the need? What are its characteristics?
3. What is the population here involved? How large is it?

4. What are the characteristics of this population?
5. Are there existing programs which presently serve this population?
6. What is the nature of these programs: characteristics, requirements, constraints, limitations?
7. In terms of these requirements and the population's needs, what are the identifiable reasons why these programs are unable to fulfill the needs of this population?
8. What are the community resources and needs which can be related to the needs and resources of this population?
9. What curricular, instructional, and professional resources are there available which potentially could fulfill the needs of this population?
10. Given the present state-of-art, are there instructional programs available, or is it possible to develop one which could be successful in fulfilling the needs of this population? What are its characteristics, requirements, constraints, limitations? How do these requirements relate to the characteristics, resources, and needs of the population? Can this program be tested for effectiveness? How costly is such a program? To what degree will this program satisfy the needs of this population?

The main purpose of this study was to seek answers to each of the above questions and thus provide justification for or against the development of a Milwaukee Career Development Program, to provide a basis for better understanding of the nature and needs of this particular population, and to suggest alternative effective methods by which services can be provided to meet their needs. (The full text of the study proposal upon which this report is based may be found in Appendix A.)

Part II

PROCEDURE

Nine separate tasks were carried out during the course of the study, each of which was related in some respect to the purpose of the study. Some of these tasks are dealt with in greater detail than others, depending upon their intent and impact on the study.

1. Selection of Target Schools. Four secondary schools were selected for intensive study (Rufus King, Riverside, South Division, and Washington), a project team member being assigned on a full-time basis for four months. These schools were chosen as being representative of different characteristics inherent to the secondary institutions of the Milwaukee Public Schools and, when viewed both individually and comparatively, provide an accurate assessment of conditions within the system. It should be noted that a fifth high school (Marshall) was later included for purposes of the student questionnaire (described below), but was not subjected to the same intensive study as were the other sample schools.
2. Student Questionnaire. In order to provide input from as large a segment of the student population as possible, the study team decided to administer a questionnaire to a randomly selected ten per cent sample (stratified by grade level) of the students at each of the four schools. Primarily because of manpower constraints, it was impossible to include more than four schools for intensive study; however, Marshall Junior-Senior High School was included in the questionnaire administration. Unable to find a suitable commercially published instrument, a paper-and-pencil type questionnaire was developed. The questionnaire was designed to probe into student perceptions in the cognitive and social areas, as well as their value orientations toward education and work. The cognitive area deals primarily with issues connected with what could be called intellectual freedom or flexibility. To what extent

does the student see himself free to explore his own interests, engage in discussions with his teachers and others, express his own opinions and feel encouraged to do so? The social area deals predominantly with limitations placed on social behavior, such as school rules, classroom discipline, and peer group relationships. Given his particular school environment, the student will thus give his perceptions on his relative freedom to pursue his interests as well as the extent to which he sees himself in a harmonious social relationship with other individuals in the school setting. Prior to administering the student questionnaire in the five sample schools, a pilot test of the instrument was run at West Division High School. It was then evaluated and modified prior to its final use in the sample schools.

3. Interviews. Follow-up interviews (both individual and group) were conducted with many of the questionnaire respondents and other interested students. The interview data, especially when viewed in conjunction with questionnaire results, provided an invaluable aid to the study team in its efforts to accurately assess student feelings.

4. Milwaukee School-Community Profile. As an adjunct to the direct thrust of the project, a school-community profile for each of the fifteen secondary schools within the Milwaukee Public School System was developed. The profile data, when viewed cautiously -- with care being taken not to draw arbitrary cause-effect relationships -- provide interesting inputs for program development.

The career development study profile of the Milwaukee senior high schools is patterned after a system developed by the Columbus (Ohio) Public Schools. The Columbus Profile was devised to provide school information for educators, students, parents, and other individuals who are interested in their community schools. It has provided a practical framework for the development and improvement of local educational programs.

The Profile has been used in Columbus since the 1968-1969 school year. Statistics accumulated over a period of four years have permitted individual

schools in Columbus to be viewed from three perspectives. Data from a given school can be viewed comparatively with the school's past record, with another school's record within the system, or with system-wide information.

Urban schools now have a comparative index which is an explicit measurement of change within their component schools. Indices which clarify the prevailing condition of a particular school can also lead to the development of programs that will be responsive to the changing and evolving needs of the school and its community. These statistics should encourage educators and parents to consider approaches and subsequent solutions to needs within their individual schools.

The Profile yields three kinds of data: Community Factors, School Factors, and Academic Aptitude. Individual school profiles compare the school with city-wide school data.

5. National Canvass. All school systems in the United States with over 50,000 student population were contacted in an attempt to secure an up-to-date descriptive and evaluative file of innovative and exemplary programs throughout the country. The file has been indexed geographically and cross-indexed by program type (i.e., alternative programs, basic education, behavioral objectives, behavior modification, career education, community involvement, contracting, counseling, curriculum guide, dropout prevention, evaluation, individualized instruction, job cluster, occupational analysis, parental involvement, pre-vocational attitudinal program, teacher education, teacher role, Title I, Title III, Title VIII, total system assimilation plan, vocational information program, vocational education program, VEA (Vocational Education Act)-funded, work-study, youth tutorial).

6. Literature Search. This was conducted to provide data on current research, projected and operational programs, and evaluative material in the area of alternative programs. Of all sources, the most valuable and frequently utilized was ERIC (Educational Resources Information Center).

8. Agency Visitations. Study team members visited over one hundred Milwaukee area social service and related agencies in an effort to realistically determine what exists in the way of educational alternatives and supportive services for high school age students. Agencies were categorized by function as follows: General Health, Drug Abuse and Education, Mental Health, Child and Youth Advocacy, Legal Services, School-Age Mothers, Venereal Disease, Birth Control, Probation-Parole, Runaways, Draft Counseling, Tutoring, Employment and Job Training, Adult Education, Family Problems, Alternative Schools, Welfare, Neighborhood Centers, Model Cities.
9. Milwaukee Public Schools Existing Programs. In order to provide the most current data on all operational Milwaukee Public Schools alternative and special programs, a compendium of such programs was developed, followed by on-site visitations by the study team.

Part III

RESULTS OF THE STUDY

Student Questionnaire

Intuitive judgments can be made concerning the identity of the student population enrolled in Milwaukee's public high schools who are in need of alternative educational programs. There is readily available documentation which points out characteristics of those students who have been found to be "turned off" by the traditional educational system. Among the characteristics often recognized as being among the "causal" variables of disenchantment with the educational environment are poverty, one-parent families, lack of parental encouragement and guidance, high student-teacher ratios, different ethnic and cultural backgrounds, etc. Possibly such explanations have been readily acceptable because the "problem schools" (i.e., those schools which have student populations with low grade point averages, low achievement scores, and discipline and other social problems) until not too long ago were largely confined to the inner-city of large metropolitan areas.

Inner-city high schools do have student populations which are characterized by some, if not all, of the above-mentioned indicators. But it has been the experience of many alternative programs that their enrollees come from even suburban-like high schools. For example, the Minneapolis Work Opportunity Center has student representation from all of Minneapolis' high schools. Moreover, these schools are represented at the Work Opportunity Center in almost direct proportion to their share of the city's total enrollment in public high schools.

The traditional indicators thus seem to become invalid predictors of this phenomenom, and this concern necessitates looking beyond the socio-economic characteristics for social and psychological variables which would better explain why students are not responding to the education offered in the present high school program. Perhaps the problem can be defined as a lack of overlap between the educational and career aspirations of the student on the one hand and the public school's perception

of what those are -- or should be -- as expressed by the educational offerings in the curriculum.

This "lack of overlap" may be due to various reasons. Traditional high school instruction may be ill-adapted to the student. This lack of adaptation may take various forms. The intellectually not-so-gifted student may not be able to keep up with the pace of instruction, whereas the more gifted student, who can move at a faster clip, feels held back by his classmates. A third student may see no connection between the offerings in the classroom and the "real world" outside. Yet a fourth sees no connection between what he(she) studies now and his(her) intentions of what to do after graduation.

Another reason may lie in the institutional aspects of education -- such matters as student-teacher relationships, rules and their enforcement, and other problems of a social nature such as the relationship between a student and his parents, peers, and others of significance.

The problem can be approached at two levels. One level is a cognitive one, the relationship between a student and learning -- the extent to which the student utilizes, wishes to utilize, or is stimulated to utilize, information which is potentially available to him in the school. This is basically a matter of the extent to which the student perceives himself as being interested in, or challenged by, the curriculum. Perhaps not being challenged or not being interested is reason enough for a student to "drop out" mentally, if not physically. The other level is a social one. For an individual student, how repressive can the institutional aspects of a school be before functional learning becomes impossible? Students do not freely choose to attend school; hence it is conceivable that, given another set of circumstances, they would choose not to be a part of the institution and would leave. Compulsory attendance laws do not permit this option. Also, rules are devised to insure smooth operation of the process of education. These and other informal, social, aspects of the organization may help to create conflict situations. Hence this indicates another area for scrutiny.

Analysis of Data:

In the sample schools where the questionnaire was administered, there was an average completion rate of 85 per cent. The result was a final total sample size of 952. A total of 44 items was written to probe the two main areas of involvement with the educational process, the cognitive, and the social domains, as well as an additional 19 items to measure the extent of compliance with "accepted" norms as to what the value of education is, as well as students' attitudes toward work and its role in their lives.

These 63 items were factor analyzed, using the principal components procedure. The intention of the procedure was to verify the reliability of the items, i.e., to determine whether the items written to measure, say, social harmony, did actually measure the same dimension. The procedure yielded four independent factors (see Appendix B).

Primary Results of Student Questionnaire:

Dissonance: 52 per cent of the students responding to the questionnaire expressed a high degree of dissonance -- a conflict with the organizational aspects of the school (restrictiveness of rules, maintenance and enforcement of discipline, system of rewards and punishment, fair treatment, social relations, etc.). A relatively high degree of dissonance was exhibited in all grades. Per cent of consonance-dissonance by school, grade levels combined, is shown in Table I.

TABLE I

Consonance-Dissonance, by School, Grade Levels Combined.

	Riverside (N=126)	Rufus King (N=147)	Washington (N=208)	South Division (N=180)	Marshall (N=291)	Total (N=952)
Per cent Consonance	46.8	31.3	58.7	50.0	47.4	47.8
Per cent Dissonance	53.2	68.7	41.3	50.0	52.6	52.2

Academic Freedom-Involvement: 51 per cent of the students expressed a low level of involvement in the academic or intellectual aspects of schooling (perceived freedom to speak out, freedom to join-in in a discussion, active participation in educational planning, perceived freedom to make choices, harmonious intellectual student-teacher relationships). Students in grades 9 and 11 exhibited the lowest degree academic freedom-involvement. (See Table II.)

TABLE II

Academic Freedom-Involvement, by School, Grade Levels Combined.

	Riverside (N=126)	Rufus King (N=147)	Washington (N=208)	South Division (N=180)	Marshall (N=291)	Total (N=952)
Per cent High Level of Academic Freedom-Involvement	48.4	47.6	53.8	60.6	38.9	49.4
Per cent Low Level of Academic Freedom-Involvement	51.6	52.4	46.2	39.4	61.1	50.6

Traditional Values of Education: 52 per cent of the students exhibited a high level of adherence to the traditional values of education (willingness to do homework, difficult assignments, desire to acquire more knowledge, desire to be involved in school and school activities). (See Table III.)

TABLE III

Adherence to Traditional Values of Education, by School, Grade Levels Combined.

	Riverside (N=126)	Rufus King (N=147)	Washington (N=208)	South Division (N=180)	Marshall (N=291)	Total (N=952)
Per cent High Level Adherence to Traditional Values of Education	50.0	63.0	54.8	54.4	40.2	52.0

TABLE III (continued)

	Riverside	Rufus King	Washington	South Division	Marshall	Total
Per cent Low Level Adherence to Traditional Values of Education	50.0	32.0	45.2	45.6	59.8	48.0

Traditional Career Values of Education: 63 per cent of all students in the sample exhibited a high level of adherence to the traditional career values of education (success, satisfaction). They expressed a belief that knowledge and skill spell high salary, security, satisfaction, happiness, and success. (See Table IV.)

TABLE IV

Adherence to Traditional Career Values of Education, by School, Grade Levels Combined

	Riverside (N=126)	Rufus King (N=147)	Washington (N=208)	South Division (N=180)	Marshall (N=291)	Total (N=952)
Per cent High Level Adherence to Traditional Career Values of Education	60.3	53.7	65.4	61.1	68.1	62.9
Per cent Low Level Adherence to Traditional Career Values of Education	39.7	46.3	34.6	38.9	31.9	37.1

Better Education Outside of School: Nearly 75 per cent do not believe they can get a better education outside the school system and rely upon the system to provide programs to meet their needs. (See Table V.)

TABLE V

Better Education Available Outside the School System, by School, Grade Levels Combined (Per Cent)

	Riverside (N=115)	Rufus King (N=136)	Washington (N=195)	South Division (N=167)	Marshall (N=291)	Total (N=891)
Yes	14.3	12.2	14.0	15.0	18.6	15.3
Neutral	3.2	1.4	3.8	2.2	5.5	3.6
No	73.9	78.9	75.9	75.5	71.4	74.6

Additional Data -- Student Questionnaire:

1. 35 per cent of the students in the sample stated that they were involved in school organizations and clubs.
2. 20 per cent have thought of quitting school in the past year.
3. Nearly 30 per cent of the students thought teachers exercise excessive authority over their classes.
4. 53 per cent felt that school attendance should not be required.
5. 61 per cent of the eleventh grade students and 56 per cent of the twelfth grade students agreed that school attendance should not be required.
6. General evaluation of school yielded a positive response from 55 per cent of the students and 26 per cent responded negatively. 19 per cent did not respond.
7. Highest percentage of positive responses to an open-ended statement, "School is . . .," were given by tenth graders (63 per cent) and by twelfth graders (59 per cent), while the highest percentage of negative responses were from eleventh graders (29 per cent) and ninth graders (28 per cent).
8. Of six possible student concerns with school, school activities and organization, the highest percentage of students were concerned with student rights (25 per cent) and courses and activities (23 per cent).

Milwaukee School-Community Profile

Selected data from the Milwaukee School-Community Profile that have particular relevance to this study are listed below. Additional profile data may be found in Appendix C.

Overage for Grade Level:

Seven per cent of Milwaukee Public Schools ninth graders are overaged for the grade (based on the number of ninth graders who are 16 years or older compared to the total number of ninth graders in those high schools having that grade level).

Of all tenth graders, six per cent are overaged for the grade (17 years of age or older). Five high schools have over ten per cent of their tenth graders overaged.

Four per cent of all eleventh graders in the Milwaukee Public Schools are overaged for their grade level (18 years of age or older). Seven high schools have over five per cent, with two schools as high as thirteen per cent of eleventh graders overaged.

Twelfth graders in the Milwaukee schools have two per cent of their grade overaged (19 years of age or older). One school has 10 per cent of twelfth graders overaged.

Percentage of Staff Turnover:

This factor is concerned with the turnover among a school's certificated staff. The concern is only with replacements and does not consider new or expanded positions. The number of replacements is compared to an adjusted total number of certificated staff in each school. Adjustments have been made in the total number to take into account increases and reductions in staff. City-wide, for the 1971-1972 school year, the staff turnover rate was 11.91 per cent. Seven high schools had a turnover rate of 15 per cent or more. One school had 23 per cent staff turnover.

Economically Disadvantaged:

In four Milwaukee high schools, over 25 per cent of the students are from low income families. Three other schools have at least 15 per cent of their students from low income families. The city-wide percentage is 13.26 per cent. Three data sources were utilized to arrive at the number of children between the ages of 5 and 17 from low income families -- number of children on Aid to Families with Dependent Children, number of children receiving free lunches, and room density census data.

Percentage of Intact Families:

In the City of Milwaukee, approximately 83 per cent of families are two-parent families. The remaining 17 per cent are headed by either a male or a female. Data

are based on the number of husband-wife families compared to the total number of families in the census tracts that comprise a school district.

Four high schools have 25 per cent or more of their students from broken homes. All high schools except two have at least 10 per cent of their students from broken homes. The city-wide percentage is 17.43 per cent.

Student Mobility:

This is a measure of the total number of students who entered and left each senior high school during the 1971-1972 school year compared with the total number of students who were enrolled in each school during the year. The resulting percentage is the student mobility rate. The city-wide mobility rate among students is 17.17 per cent. Seven schools have a mobility rate of 20 per cent or more.

Attendance:

Average daily attendance in the Milwaukee public high schools ranges from 72 per cent to 96 per cent. Three schools average less than 75 per cent of their students in attendance, while six schools average 80 per cent or less. Average daily attendance for all schools is 88 per cent. Eight schools are above and seven schools are below the city-wide average.

National Canvass, Program Visitations, and Literature Search

As the result of a number of activities, including a national canvass of existing programs, on-site visitations to several programs in other city school systems, and search of the literature, several programs emerged that appear to be particularly innovative and show some promise in meeting the needs of the student population this study has attempted to identify. Some of these programs are discussed briefly below.

Several attempts have been made in various parts of the nation to provide students with educational alternatives. One of the leaders in this respect is Minneapolis. Minneapolis has instituted a program called "Southeast Alternatives" which has over

2400 students and a whole community, a section of Minneapolis, involved.

For city planning purposes, Minneapolis is frequently divided into ten communities, each distinguished from another on socio-economic bases and sometimes physical barriers such as freeways. It is relatively easy to characterize most of these communities. Some are middle class, some blue collar ethnic enclaves, while still others are home to the poor and the black. Some are stable communities, others are transient.

Southeast Alternatives:

One of these communities located in the Southeast section of Minneapolis defies easy description. It is in this area that the Minneapolis Public Schools has established a demonstration program by offering a number of educational options to the heterogeneous population living there. Bounded by the Mississippi River, railroads and freeways, Southeast is home to a bewildering amalgamation of factories, railroad yards, flour mills, residential neighborhoods, shopping areas, and the main campus of the University of Minnesota. People living in this area represent many life styles, from radical students to more conservative workers and laborers; from the unskilled and unemployed to the tenured professor; from the "first families" of Minneapolis to the latest arrivals of a growing transient population. Within Southeast's population of over 30,000 there is a considerable range of income: 35.1 per cent of the families earn less than $4,000 annually, but 15.6 per cent earn more than $10,000 per year. Impressive private homes stand a block away from housing projects. Over 10 per cent of the population belongs to minority groups. There is a great diversity of opinions, attitudes, tastes, judgments, and values represented in that community. The diversity is just as great concerning opinions of how children should be educated and how this educational process should be structured.

Out of this diversity, the Southeast Alternatives program came into existence. It is based on the assumption that "learning is a highly personal and individual activity." The process of learning and that which is learned varies with an

individual's background, interest, ability, personality, values, personal goals, and opportunities. Research has confirmed what teachers and parents have always suspected -- that learning styles are vastly different.

The Southeast Alternatives is committed to providing for and encouraging the development of individual learning styles. These individual styles are even more important in an age when skills and bodies of knowledge become rapidly obsolete; intellectual disciplines themselves are changing; future work skills can hardly be imagined; leisure time is increasing; value systems are being challenged; and choices of living styles are multiplying.

Based on these beliefs, the students, parents, and faculty involved in planning this program submit that its main purpose is to offer educational options within the public school setting which support individual differences for all involved in the educational process.

Choice making by students, teachers, and parents became the basic way of school life for all members of the Southeast Alternatives program within the public school sector. It expresses itself in the multitude of instructional patterns offered, in the diversity of curriculum materials available, in the recasting of the teaching role so that persons of all ages can be learners and teachers and, finally, in the essential expression of a deep belief in the ability of people -- student, faculty, and parents -- to make their own educational decisions and have these decisions respected by others in the school community.

Faculty members are offered opportunities to participate in various program options and in the teaching of particular courses and activities within program options. For students a major goal of the program is to encourage their personal growth and development of a positive self-concept by allowing them more self-determination and by giving them the skills and guidance they need to handle the increased responsibility. The five major program options are:

At the elementary level:

1. The Contemporary School at Tuttle which incorporates promising practices

but does not deviate greatly from the present teacher-directed, structured curriculum and school organization by grade levels.

2. The Continuous Progress Primary at Pratt and the Continuous Progress Intermediate at Motley, in which each child advances at his own pace without regard to grade level.

3. The Open School at Marcy where there is a flexible curriculum schedule and age grouping, and where affective learning is emphasized.

4. The Free School (K-12) has the curriculum that those who teach and learn wish to develop and experience.

At the secondary level, the Free School option is available and the flexible Marshall-University array of courses and activities in which each individual student with his parents' consent designs his own educational program under the quarter system, with many of the courses and activities being located at community learning sites. Students participate in small counseling groups and can take single subject discipline, interdisciplinary, or individually directed study courses. Finally, the option exists for those who find that regular high school is their choice and may wish to follow that direction. This report was not meant to be exhaustive, and other, more detailed information on this program is available.

Work Experience/Career Exploration Program:

There is also another quite successful program in Minneapolis called Work Experience/Career Exploration Program. It is a cooperative effort involving the Minneapolis Public Schools, leading business and labor organizations, the Minnesota Department of Vocational Education, and the United States Department of Labor. Many firms have entered into an active partnership with the Minneapolis schools. They provide students with employment and invaluable experience which demonstrate the relationship between education, marketable skills, and personality on one hand, and the employment or career to which one can aspire on the other.

The Minnesota Department of Vocational Education has funded the project as a prevocational exploratory program for educationally disadvantaged ninth grade students. The Department of Labor, seeking data for revision of the Child Labor Law of 1938, has temporarily suspended some of the provisions of this law for 14 to 15 year old

students enrolled in this program through the Minneapolis Public Schools.

The Minneapolis Public Schools operate the program as a dropout preventative, focusing on ninth grade students who are not responding to the regular school program. Pupil personnel teams (counselors, administrators, social workers, and coordinators) at each of the participating schools identify the highest risk potential dropouts, who qualify as educationally disadvantaged. This is based on failure in school, poor achievement on tests, unstable home situation, behavior problems at home, school and community, and poor or erratic attendance patterns.

In addition to the regular academic program of English, mathematics, and social studies, students participate in an employment skills seminar and work three to four hours daily, 15 to 28 hours weekly. Saturday work is at the option of the student and employer.

The entire program is keyed to success and positive reinforcement, with concentrated supportive services and constant communication between academic teachers, job supervisors, and parents. This function is carried out by the teacher-coordinators.

Students in the program have shown great strides in maturity, social adjustment, and performance in their schools and homes during the first year of operation. More information about the program and its results is available.

Parkway Program of Philadelphia:

The justification underlying Philadelphia's Parkway Program was that "although schools are supposed to prepare students for a life in the community, most schools so isolate students from the community that a functional understanding of how it works is impossible." Philadelphia people realized that a large number of graduates from its secondary schools were unprepared for any kind of useful role in society, and this is even more true of those large numbers who did not graduate. Thus, the decision-makers decided that "since society suffers as much as the students from the failures of the educational system, it did not seem unreasonable to ask the community to assume some responsibility for the education of its children."

The underlying foundation of the program is the utilization for educational

purposes of the resources of an urban community, concentrated as they were within a relatively small geographical area, to serve a broad cross-section of secondary school students. Also, this program was planned to utilize methods by which both the students and the city would benefit mutually. The structure of the Parkway Program is designed, then, not only to expose students to the community but to meet the demands of the community. Neither the educational system nor the community can do the job alone. What was necessary, it was found, was a structure in which the two can interact, in which the educator and the community professional can combine their abilities to provide students with the most profitable and realistic educational experiences.

Early in program development, it was discovered that if such cooperation was to be achieved, the educational institution and the cooperating community institutions would have to stop operating by different rules. The student cannot be expected to go from a passive, unresponsive role in the classroom to an active, effective one in the city. The structure of the classroom had to change. Rather than encouraging the student to accept, it has to teach him to challenge; instead of teaching him that success comes with inaction and dependence, it has to show him that action and independence bring results. Different kinds of skills would have to be taught.

The objective of the Parkway Program was to put the school in step with the pace of the community, so that students could operate in both. Consequently, the Parkway Program's organization in many respects was structured to resemble a successful business, a business in which individuals, independently and in groups, must work effectively and responsibly toward real solutions to real problems. The structure of the program is as much the work of the students as of the educational administration; the students continue to take an active role in the planning and administration of their program, for it is their goals which must determine the program's future directions.

Parkway Program began on February 17, 1969, with 143 Philadelphia High School students. Today, there are four "units" or "communities," each limited to 200 students.

Each unit operates independently of the others, has its own headquarters, its own staff, and its own curriculum. As each unit fills its allotted number, a new unit begins to organize with everyone participating in its organization, students, staff, parents, and community people. The job of setting up an organization, making it work, and finding resources and spatial facilities, which is considered an educational activity in itself, requires thorough investigation of the community. Soon, it became apparent that the city offers an incredible variety of learning labs: art students study at the Art Museum, biology students meet at the zoo, business and vocational courses meet at on-the-job sites such as journalism at a newspaper or mechanics at a garage.

The operational and instructional costs of the Parkway Program are about equal to those of traditional schools on a per student basis. The program was established on a Ford Foundation planning grant; however, after less than a year of operation, most of the program's operational expenses were assumed by the School District of Philadelphia. Expensive school buildings are not required by the program and frequently students uncover in the community unused or infrequently used facilities which they secure for their program's utilization.

In summary, what sets this program apart from other "experimental" programs are three important features: the Parkway Program is a public program, fully accredited and supported by the School District of Philadelphia; the students were not specially screened or hand-picked but were chosen by a random lottery from voluntary applicants representing all eight Philadelphia school districts; and the program was committed to operate at a cost which would be equal to or less than the amount required to run a traditional school for a comparable number of students.

Student Interviews

Student interviews were conducted as a follow-up to the questionnaire. However, it was not possible to have a one-to-one follow-up interview with all students who participated in the questionnaire. Some students preferred not to be interviewed

while scheduling conflicts prohibited interviewing others. On the other hand, interviews were not limited to those participating in the questionnaire. They often took place as a result of casual or spontaneous conversations in and outside the schools.

Students being interviewed tended to express two major concerns about the school system. The first might be called freedom-involvement and the other work-security. In terms of freedom-involvement, students often suggested that the present school structure is designed to plan their education for them, without an opportunity for the student to choose and select among possible educational alternatives or directions. They would like to have the opportunity or feel more free to search out their own goals, and with the help of the "school," to plan a course of action for achieving their goals. They would like to be somewhat more involved in their own destinies with respect to the kinds of courses and activities the school can provide.

In regard to the work-security dimension, students expressed some concern for their futures. They seem to be fully aware of the pitfalls of leaving high school without some kind of preparation for a career that would provide them with saleable skills. They are earnestly interested in their futures and would like to have some assurances that they are being effectively prepared for it. Most students view security in terms of earning a living at something in which they have an interest and with which they have a sense of competency for being successful.

Milwaukee students generally sense a need for more vocational or other kinds of career education in the curriculum. Curricular choices for career preparation, particularly in some schools, seem to be severely limited. This is a serious expression of concern on the part of students with respect to the work-security dimension. Milwaukee students are sensitive to the need for schooling and rely upon the public schools as the best source for fulfilling their needs but many are, at the same time, disaffected by the present structure of public education.

Part IV

CONCLUSIONS AND RECOMMENDATIONS

The results of the Milwaukee Pre-Program Career Development study generally indicate that:

1. There is an identifiable need for a career development program in Milwaukee and, within the context of career development, a need for expanded vocational and technical education opportunities. The greatest need appears to be in the inner core schools -- for two reasons: characteristics of the student population and the limited career development opportunities available in the present programs of these schools. All schools within or bordering the inner city fall below the city-wide percentage for attendance and all of these schools except one have an average absenteeism rate of 20 per cent or more. These same schools are above the city-wide average in numbers of low income families. The same schools also have high student mobility rates, high attrition rates, and the greatest numbers of overage students. These data tend to identify schools with the largest numbers of disenchanted, non-attending students. However, the study indicates that a majority of the students who ordinarily attend school but who are disenchanted or disaffected by the school structure, are not found exclusively in the schools of the inner city. The phenomenom of student dissonance among school attenders should be recognized as a city-wide concern.
2. The population identified as having a need for career development programs thus appears to be two-dimensional and can be found throughout the city. First, it is a student population characterized by an expressed dissatisfaction with the present structure, even though they recognize that the public schools remain the best resource for meeting their educational needs. These students find the present curriculum a dictated program that often appears to be insensitive to their individual needs and goals. They are especially concerned about job security and failure of the schools to provide a substantive program of career development to dispell the fear of not being prepared for

job security. Secondly, within this population, there is a large number of students, mostly -- but not entirely -- from the inner city who are often more apathetic to the promise that schooling may hold for them. These students are the largest group of non-attenders and potential non-attenders who often drop out of school as soon as it is legally possible. They have not been able to substantially relat school experiences to real life needs in any way. School, and what can be learned there, seems to offer little intrinsic value to getting and holding a job or aspiring to a career ladder motivation.

3. Existing programs in the Milwaukee Public Schools that lend themselves to career development (e.g., trade, industrial, business, and homemaking courses) presently serve yet another population who, for the most part, remain in school and hope to receive enough vocational or career-oriented education to assure them of an entry level job. With the exception of Boys' Trade and Technical High School, a comprehensive career-oriented program is not available in any Milwaukee high school. There is an inverse relationship between the student population identified in this study and the availability of vocational or career oriented courses available in their schools. While Boys' Trade and Technical High School offers a broad program, the requirements for entrance into the school tend to be restrictive. However, the need for trade and vocational and career programs is so great that restrictive entrance requirements are not as much a controlling factor as is the lack of sufficient total programming for career development.

On the basis of data results and other activities and experiences drawn from this study, it is recommended that two contemporary concepts be combined into a program of career development in the Milwaukee Public Schools. These concepts are: (1) career education and (2) community-based education.

Career Education:

Students, as a whole, see a relationship between education now and a satisfactory and successful career later. They are quite interested in becoming successful, but by their own definition and in a much less oppressive manner. They often view the structure of their present schools as oppressive and interfering with their desire to pursue an education relevant to their lives. This question of relevancy to a future job or preparation for life frequently appeared in the data obtained.

Since becoming United States Commissioner of Education, Dr. Sidney P. Marland, Jr., has vigorously spoken out for a new emphasis in education -- an emphasis on what he calls "career education." To Marland, career education is, essentially, a point of view -- a concept. Career education implies a total restructuring of American education from kindergarten through high school and beyond. Much confusion has arisen over the difference between career education and traditional vocational education. The problem arises, no doubt, because of the synonymous nature of "career" and "vocation." Marland's concept embraces both conventional academic and vocational approaches and reaches beyond both toward a totally new orientation. Noting the failures and disenchantment attributable to the existing general curriculum, Marland views the career education concept as a total, realistic approach to the problem.

During the K-6 grades, a United States Office of Education career education model proposes to provide students with a familiarization of numerous career clusters. Exposure of students to several most appealing clusters would be expanded during the seventh and eighth grades. Ninth and tenth graders would be occupied with an in-depth exploration of a particular cluster, including "hands-on" experience and the acquisition of basic skills. The intensity of activity would increase during the junior and senior years, with a student preparing for one of three options: (1) immediate entry into the job market; (2) pursuit of career objective at the technical school level; or (3) four-yea

college and beyond. In all cases the presentation of basic subject areas would be in terms of a career orientation.

The goal of the career education concept is a highly flexible, individualized educational system leading to self-fulfillment, economic independence, and job satisfaction for its participants. In some cases, career education would surely involve those "manipulative" skills commonly associated with vocational education. Such skills training would be "strongly and relevantly undergirded by education in traditional academic subjects." Regardless of the orientation a particular student might have, career education, according to Marland, would have much to offer:

> ". . . When I talk about career education I am not thinking of rich or poor, or blacks or whites or browns, or the smart or the dull, or those of differing national origins or regions. I am thinking about human beings who find that the current offerings of our schools are not meeting their needs. Now, this deficiency does not affect certain groups in our population as harshly as it affects others -- ghetto youngsters, for example, or migrant children. Obviously, such youngsters stand to benefit especially. But this hardly excludes the banker's son who has an above-average IQ and comes from a home that takes academic and social success for granted. That background does not automatically provide him with the ability to choose a satisfying career for himself, rather than being pushed into a job he really finds distasteful. Or attending a college because he is expected to, regardless of his own goals. For that matter, suppose that deep in his heart he would really prefer to work with his hands and his mind rather than in his father's bank -- if only some sort of stigma were not attached to that decision. I maintain that career education is for him, too."

Rupert Evans defines career education as "the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life." Kenneth Hoyt defines it as "the total effort of public education and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Community Based Education:

If students are expected to function effectively in their communities when they leave school, the community should have been a functional part of the learning process. It is becoming more and more evident that the school, providing formal education opportunities in isolation from the community, is likely to become less and less relevant to the student who must transfer his cloistered institutional learnings to real life situations. James Coleman, in the February, 1972, issue of "Psychology Today," suggests that "the school of the future must focus on those activities that in the past have largely been accomplished outside school: first, productive action with responsibilities that affect the welfare of others, to develop the child's ability to function as a responsible and productive adult; and second, the development of strategies for making use of the information richness and the information-processing capabilities of the environment. The activities that have been central to the school's functioning, such as expansion of students' factual knowledge and cognitive skills, must come to play an ancillary role. . . . The environment outside the school is now capable of taking over many of the school's classical functions, while educational functions traditionally carried on outside the school are now largely missing. The situation is peculiarly reversed from that of earlier times: in those intellective elements in which the society was once poor, it is now rich; in those action elements in which it was once rich, it is now poor. . . . Since the school's function will no longer be to protect the child from society but rather to move him into it, the school must be integrated with these other organizations of society and not insulated from them."

Milwaukee Career Development Program:

On the premise that a limited number of students could be removed from the existing school structure and placed in an educational program which would rely on the total community for educational experiences, the public school itself could then become one of those community resources available to the student. The community at large is often in a more favorable position than are the public

schools or any other single institution, to provide unique experiences for students who seek to become productive citizens of that community. On the other hand, the school system can more effectively provide the formal educational support essential to students' progress in achieving productive roles in the community. It is, therefore, proposed that a community-based program be developed which would provide for a joint educational effort by the private (community) sector and the public schools.

In order to develop a program within the financial constraints which public schools must operate, it is recommended that a pilot program be developed which could operate as an autonomous satellite to a selected city high school. A maximum of 200 students would be transferred to the program from the pilot high school. Such an en masse transfer of students from one school would have a substantial effect on the staffing formula and locational budget of that school. It would thus be possible to transfer budgetary support of staff and other costs from the school to the program. This would reduce the amount of "add-on" costs of a new program by reallocating existing program support. Additional or "add-on" costs would be limited, for the most part, to capital costs (e.g., facilities rental and additional furniture and equipment).

The satellite career development center would operate as an autonomous educational program within the Milwaukee Public Schools, under direct program supervision of the Department of Elementary and Secondary Education, Division of Curriculum and Instruction. Certificated staff assigned to the center would provide necessary on-site educational experiences for students in the program. All other learning experiences would be provided by community resources, including the public schools, other educational institutions, business, industry, and labor. The on-site basic education program would serve students in a highly individualized manner, based on individual needs of students as they interact with the community. Individualized programming would be student-goal oriented, thus requiring considerable flexibility in the program. Each student, in consultation with a staff member, would design his own program which would be directed toward achievement

of his stated goal(s). The student would then be programmed into a variety of individualized learning experiences as well as scheduled group experiences which would contribute to the fulfillment of his program needs in attaining the goals he has set for himself.

The total program design would be adapted to the career education concept, with eventual extension of the concept into middle and lower grade programs.

Program Logistics:

-- 8.5 teacher positions would be transferred from the pilot high school (figure based on a six-period day, 140 student load per teacher).

-- 200 students would be transferred from the pilot school (student selection would be based on individual interest and need).

-- Rental or lease of approximately 8,000 square feet of floor space in a community-based facility. The center would be located within the community served by the pilot school.

-- Employment of additional staff would include one administrator-coordinator and one secretary.

-- Purchase of necessary furniture, equipment, and supplies to support the satellite center program would be necessary (some furniture might be available from the pilot high school).

-- Approximately ten teacher interns (teacher trainees) would be utilized in the program, in cooperation with the state-wide university system and other teacher training institutions.

-- Parent and community volunteers would be utilized to teach mini-courses, tutor students in small groups or on a one-to-one basis, and to share their unique capabilities and experiences in "guest appearances" by invitation of the teachers providing on-site courses.

-- The private sector would be solicited to provide educational experiences of either a career development (vocational) nature, or of general educational benefit, or both.

-- Approximately 50 per cent of the learning experiences would be provided by certificated staff, interns, and volunteers. The remaining 50 per cent of the program would be provided by the private sector.

-- The program would be operated as a four-year high school program with an initial intake of 70 seniors, 55 juniors, 45 sophomores, and 30 freshmen. The 200 student enrollment level would be maintained by drawing from a waiting list of applicants to fill vacancies which may occur during the school year as a result of attrition.

The program recommended here is viewed, in a structural sense, as highly informal and flexible. Its objectives would be:

1. To provide a relaxed learning atmosphere for students who are not finding success or sufficient satisfaction in the traditional school setting.

2. To provide a vehicle for expanding vocational and career development opportunities in a "real life" setting.

3. To make available the vocational and career development resources of the public schools which would not ordinarily be available to students on a regular enrollment basis.

4. To prepare students in the program for immediate entry into a career, or for advanced study or training in a post-secondary institution.

APPENDIX A

Proposal for the Pre-Program

Development Study Concerning The

Milwaukee Career-Development Program

32/33

Project Title:	A PRE-PROGRAM DEVELOPMENT STUDY CONCERNING THE MILWAUKEE CAREER-DEVELOPMENT PROGRAM
Submitted To:	Director, Bureau for Career and Manpower Development Department of Public Instruction, Madison, Wisconisn
Submitted By:	Division of Curriculum and Instruction Milwaukee Public Schools
Initiated By:	_____, Jack I. Marcussen, Coordinator Work-Study Programs
Transmitted By:	_____, Carl G. Thom, Coordinator Categorically Aided Programs
Duration of Activity:	May 1, 1971 to June 30, 1972
Total State Funds Requested:	~~$82,500~~ $72,000
Date Transmitted:	April 15, 1971

A PROPOSAL FOR A PRE-PROGRAM DEVELOPMENT STUDY CONCERNING THE MILWAUKEE CAREER-DEVELOPMENT PROGRAM

Submitted by
The Milwaukee Public Schools
Division of Curriculum and Instruction
to the
Director, Career and Manpower Development Bureau
Wisconsin Department of Public Instruction

PROPOSAL

The Problem (What?)

The proposed Milwaukee Career Development Program is to serve a specific population (disadvantaged, drop-outs, potential drop-outs and returnees from the correctional institutions) with identifiable needs (identification and development of saleable, personally satisfying occupational skills) in a manner which potentially has a better chance of success than the ones previously utilized. Consequently, the main questions with which this Program will be concerned will deal with identification of the population which it will serve, identification of the needs this population has, and identification of the methods or ways to be employed in order to meet these needs to a certain degree of satisfaction.

More specifically, before one can attempt to design a program which will consider fully the needs of the population discussed above there are several questions that have to be answered. These questions are:

1. What is the need? Does it in fact exist?
2. How great is the need? What are its characteristics?
3. What is the population here involved? How large?
4. What are the characteristics of this population?
5. Are there existing programs which presently serve this population?

6. What is the nature of these programs: characteristics, requirements, constraints, limitations?
7. In terms of these requirements and the population's needs, what are the identifiable reasons why these programs were unable to fulfill the needs of this population?
8. What are the community resources and needs which can be related to the needs and resources of this population?
9. What curricular, instructional, and professional resources are there available which potentially could fulfill the needs of this population?
10. Given the present state-of-art, are there instructional programs available, or is it possible to develop one which could be successful in fulfilling the needs of this population? What are its characteristics, requirements, constraints, limitations? How these requirements relate to the characteristics, resources, and needs of the population? Can this program be tested for effectiveness? How costly is such a program? To what degree will this program satisfy the needs of this population?

The Purpose (Why?)

The main purpose of this [redacted] study is to seek answers to each of the above questions thus, provide justification for or against the development of Milwaukee Career Development Program, to provide basis for better understanding of the nature and the needs of this particular population, and to suggest alternative effective methods by which services can be provided to meet the needs of this population. This study will also choose among alternatives to test the effectiveness and feasibility of the chosen program in a pilot study.

The Method (How?)

This project will be carried out in ten (10) Phases:

Phase I - Ascertain manpower needs of the community;

Phase II - Identify student population and its characteristics;

Phase III - Identify career needs of this student population;

Phase IV - Correlate manpower needs of the community with the career needs of this student population;

Phase V - Identify existing programs in the schools and community which presently serve the students;

Phase VI - Analyze and correlate existing programs with the needs of these students. Examine and identify any match-mismatch, or lack of coverage in the present programs;

Phase VII - Examine the literature and identify past and presently existing experimental, innovative and exemplary programs serving the needs of student population similar to this one;

Phase VIII - Develop appropriate alternative curricula, instructional methodologies, and student services utilizing information derived from Phase VII;

Phase IX - Develop and pilot-test one, most promising program design to test for its feasibility and success with these kind of students;

Phase X - Prepare a final report with recommendations and documentation.

The ten phases outlined above will consist of logically derived sub-phases, components, sub-components and tasks. These, due to time constraints are not identified here. Nevertheless, they will have to be identified prior to the actual inception of this [redacted] project. Consequently, the Phase I will be preceded by a PLANNING PHASE which will consist of the following activities: identification

and hiring of project personnel, orientation of the personnel in the goals and objectives of the project, space assignments and physical orientation, identification of all tasks and components of each phase, assignment of staff to identified tasks, establishing project procedures and routines and initiation of the project. The initiation of the project will consist of identification of appropriate methodology and instrumentation, and establishing schedules.

The Schedule (When?)

The schedule here proposed should be treated as a guide which is flexible, one that can be adjusted as needs arise. The attainment of objectives or answers identified in the statement of the PROBLEM are here of primary concern; methodology and schedules are to serve attainment of these objectives and not constrain the project. Thus, it is expected that Planning Phase will begin on May 1, 1971 and end July 1, 1971.

SCHEDULE TO BE REVISED

Phase I - will being on July 1, 1971 and end on October 1, 1971.

Phase II - will begin on July 1, 1971 and end on November 1, 1971.

Phase III - will begin on July 1, 1971 and end on November 1, 1971.

Phase IV - will begin on August 1, 1971 and end on November 1, 1971.

Phase V - will begin on October 1, 1971 and end on November 1, 1971.

Phase VI - will begin on November 1, 1971 and end on December 1, 1971.

Phase VII - will begin on October 1, 1971 and end on February 1, 1972.

Phase VIII - will begin on February 1, 1972 and end on March 1, 1972.

Phase IX - will begin on March 1, 1972 and end on May 1, 1972.

Phase X - will begin on February 1, 1972 and end on June 30, 1972.

This project is expected to terminate on July 30, 1972. However, activities may extend beyond this date at no additional expense to the State. Chart 1 shows the above schedule in a graphic presentation.

BUDGET -- Second Revision

Contracted Consultant Services			
Project Consultants	$62,050	(to be individually contracted on a retainer basis for the period of the project and paid on a daily basis)	
Other (outside) Consultants	2,100	(to be contracted and paid on a daily basis)	
TOTAL CONSULTANT SERVICES			$64,150
Office			
Communications (telephone, postage)	$ 450		
Office Supplies	500		
Printing	2,000		
Equipment (rental and/or purchase)	350		
TOTAL OFFICE			$ 3,300
Travel			
Consultants	1,600	(10 trips @ $125.00 + 14 days @ $25.00/day)	
Director and/or Staff	1,500	(Study programs in other cities, conference travel)	
Director's Travel	950	(62 R/T Milwaukee - Madison - Milwaukee @ $.10/mile)	
Local Travel	500	(Local Mileage @ $.10/mile)	
TOTAL TRAVEL			$ 4,550
TOTAL STATE FUNDS			$72,000
Local Contribution			
Executive Director (15% salary)	$3,200		
Office space, furniture, other equip.	4,800	($400/month/12 months)	
TOTAL LOCAL CONTRIBUTION			$ 8,000
TOTAL PROJECT COST			$80,000

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APPENDIX B

Factor Analysis

Factor I: Social Space

This factor consists of 10 items (see next page for item wording and factor loadings) which were scored using the following assignment of numerical values: (1) disagree strongly; (2) disagree somewhat; (3) no opinion; (4) agree somewhat; and (5) agree strongly. Eliminating missing data, the scoring range can be from a minimum of 10 to a maximum of 50. The average score on this factor for the total sample was 32.9, rounded off to 33. Taking into account the direction of the items (positive or negative), a low score (i.e., one below the mean score of 33) would indicate a set of social relationships within the school setting which is relatively harmonious and which can be assumed not to be interfering with the educational process. Conversely, a high score, one above 33, indicates a dis-harmonious social environment. For the total, city-wide, sample, 455 students fell in the "low" category, as compared to 497 in the "high category (47.8% and 52.2% respectively). For the individual schools, see Table 1.

The distribution of scores seems to be relatively normal, with three of our sample schools very similar in their score distribution to the total sample average. Rufus King is the only school with a disproportionally large number of students scoring above average on this measure. Washington High School shows a slight tendency in the opposite direction, with more students scoring below average when compared to the city-wide norm. Table 2 shows a breakdown of Social Space scores by grade level in the individual schools.

FACTOR I

8.	Whenever I'm called to one of the offices at school, I know I can expect trouble.	.545
6.	My school has too many unnecessary rules.	.478
25.	It is difficult for a new student to find friends here.	.460
12.	Many of my teachers seldom explain to me why I get the grades I do.	.459
44.	I don't mind following school rules.	-.435
16.	Many of my teachers frequently show a lack of preparation.	.431
7.	If I were caught breaking a school rule, I know I would be treated fairly.	-.408
22.	Many of my teachers are hung-up on maintaining order in class.	.356
26.	There are many closed groups of students here.	.294
28.	If I cut school I'm usually with my friends.	.212

Factor II: Cognitive Space

(See next page for item wording and loadings.)

This factor again consists of 10 items and was scored in the exact same way as Factor I, with (1) for disagree strongly and (5) for agree strongly as scale endpoints. It should be noted here that the directionality of the items contained in this factor reads thus, that a high score on this factor means a high level of involvement in the intellectual aspects of schooling whereas a low score indicates low involvement in cognitive relationships with teachers and other persons. The average for the total sample on this factor is 30.4, rounded to 30. For the total sample, 482 students scored below the mean and 470 scored above (50.6% and 49.4% respectively). Breakdowns on high and low scores on this factor appear in Table 3.

Of the five schools in the sample, three (Riverside, Rufus King and Washington) have distributions on this score which are very similar to the sample-wide distribution. Marshall has the highest proportion of low-involvement scores (61.1%) and South Division the lowest (39.4%), which seems to indicate that students at Marshall feel less involved with their education than do their colleagues at the other sample schools, especially when compared with students from South Division. See Table 4 for breakdown by grade level.

FACTOR II

10.	If I had a serious problem, I know at least one person on the staff in my school that I could talk to.	.517
15.	Many of my teachers expect me to speak out if I disagree with them.	.495
13.	Many of my teachers allow students some choice in what they study in class.	.489
17.	Many of my teachers will discuss grade changes with me.	.488
1.	In most of my classes, individual students can choose topics which are interesting to them.	.472
21.	Many of my teachers like working with young people.	.464
14.	Many of my teachers encourage classroom discussion.	.440
20.	I like to talk to many of my teachers after class.	.376
42.	I get along well with most of my teachers.	.352
11.	None of the people who work at school really care about me.	-.291

Factor III: Compliance with Educational Norms

The scoring procedure here again was the same as with the previous two factors (see next page for the wording and factor loadings). This factor represents the basic expectations educators may have of their students; the willingness to do homework, do difficult assignments, the desire to know more, to be involved in school and school organizations etc. In other words, it represents, in its wording, the traditionally highly regarded values of education. Hence, this factor was termed compliance with educational norms, traditional educational norms.

The rounded mean score on this factor for the total sample was 31, and of the total sample population 380 (39.9%) scored below the mean as compared to 492 (60.1%) who scored above the mean. On the basis of this it can be assumed that two out of every three students still relatively strongly identify with and believe in traditional educational values.

As can be seen in Table 5, there is some variation between the individual schools, however. When we look at the individual schools and the distribution of the scores around the city-wide mean, King stands out as having the highest proportion of students in the "high" category (68.0%), that is, students at King tend to identify the most strongly with these traditional values. The least amount of identification is at Marshall High, where almost 60% (59.8%) of the students score in the "low" category. At the three remaining schools, Riverside, Washington and South, there is a tendency toward a more equal division around the mean score.

FACTOR III

36.	I like difficult assignments.	.550
3.	Those classes which have the greatest appeal to me are those in which I feel the most challenged.	.510
34.	I hate having to do homework.	- .499
39.	I would like to know more about some of the subjects I have taken in school.	.457
40.	I like working in school organizations.	.399
35.	I would rather do something I know well than try something new.	-.395
41.	I enjoy attending school events.	.383
37.	I work harder than most of the people I know in school.	.382
55.	It's better to work with your hands than with your head.	-.381
29.	My friends learn more in school than I do.	-.358

Factor IV: Compliance with Career Norms

Where the last factor dealt with the relative adherence to traditional educational values, this factor deals with a similar adherence to career-success norms (see next page for item wording and factor loadings). Content-wise, this factor deals with those characteristics that spell a successful person, education, salary, owning a business, etc. As such, this factor spells out the traditional road to a successful career, to which education is the guide.

The average score for the whole sample, rounded, is 35, indicating that these kinds of values are still rather strongly supported by a large number of the students in the five high schools studied. Indeed, 62.9% of the subjects scored above the mean (N=599) whereas 37.1% (N=353) tend to be less supportive of the education-success-satisfaction syndrome. (See Table 6.)

The highest percentage of those who tend not to accept this syndrome can be found at Rufus King; the lowest percentage at Marshall. This stands at an odd relationship with scores on the previous factor. The difference can be interpreted as meaning that, although Rufus King students are quite sold on the value of education (relatively, that is) they do not necessarily see the connection between education and career success. Conversely, students at Marshall High, although they have a tendency to strive toward these kinds of career goals, are not particularly appreciative of the educational norms they are supposed to adhere to; an interpretation which is further corroborated by the fact that, as a whole, they tend to have relatively low scores on the Cognitive Space factor.

FACTOR IV

60.	You can tell how successful a man is by the things he owns.	.554
51.	A college degree is necessary for better paying and more satisfying jobs.	.549
45.	A high school diploma is the key to future success.	.538
47.	High school grades tell how successful a person will be in his later life.	.526
56.	Salary is the most important consideration in choosing a job.	.519
61.	Manual labor is for those who are less intelligent.	.505
46.	There is no place for the high school dropout in today's society.	.485
59.	Only a fool would work for a living if he didn't have to.	.427
58.	Owning your own business is better than working for somebody else.	.380
62.	On the job training is the only way to learn a skill.	.292

APPENDIX C

Milwaukee School-Community

Profile Data

PERCENTAGE OF CHILDREN FROM
LOW INCOME FAMILIES

The Rufus King High School district has a little more than twice the city-wide percentage of 13.26% for the number of children between the ages of 5 and 17 who are from low income families. In the King community, 26.76% of the children are in this category. The Riverside, Washington and South Division districts are also above the city-wide average. In the Riverside community the proportion of children in this group is 19.24%; in the Washington area the figure is 17.69%; in South Division's district. 17.28% of its children between the ages of 5 and 17 are from low income families.

PERCENTAGE OF CHILDREN FROM LOW INCOME FAMILIES*

Lincoln	45.97%	Custer	8.86%
North Division	44.33%	Bay View	7.57%
West Division	37.52%	Pulaski	6.49%
King	26.76%	Juneau	4.72%
Riverside	19.24%	Madison	4.22%
Washington	17.69%	Marshall	4.22%
South Division	17.28%	Hamilton	3.69%
(City-Wide)	13.26%		

*Description of computation: Three data sources were utilized to arrive at the number of children between the ages of 5 and 17 from low income families - number of children on Aid to Families with Dependent Children, number of children receiving free lunches, and room density census data. Because of overlap, these are given comparative weighted values: AFDC recipients account for 60% of the final figure, students receiving free lunches account for 30%, and students from overly crowded homes account for the final 10%. This final total number of children between the ages of 5 and 17 from low income families was then compared to the total number of children between the ages of 5 and 17 in the school district. Source: Milwaukee Public Schools, Title I office.

PERCENTAGE OF INTACT FAMILIES

In the City of Milwaukee approximately 83% of families are two-parent families. The remaining 17% are headed by either another male or by a female.

The four schools of most concern to the Career Development Project, Rufus King, Riverside, South Division and Washington High Schools, all have fewer two-parent families than does the city as a whole. Washington has approximately 80% intact families. South and Riverside have approximately 79% and 78% respectively, and King has approximately 75%.

Families headed by females account for 14% of the total number of Milwaukee families. Riverside, South and Washington High School districts have almost identical proportions of families headed by females, approximately 16% each. Of the four school districts, the Rufus King community has the largest proportion of families headed by females, approximately 21%.

PERCENTAGE OF INTACT FAMILIES*

Hamilton	91.60%	Washington	80.62%
Madison	91.50%	South Division	79.32%
Marshall	88.83%	Riverside	78.84%
Juneau	87.59%	King	75.49%
Pulaski	87.14%	West Division	71.55%
Bay View	87.10%	Lincoln	66.96%
Custer	86.49%	North Division	60.66%
(City-Wide)	82.57%		

*Description of computation: number of husband-wife families compared to the total number of families in the census tracts that comprise a school district. Source: 1970 U.S. Census, Card 22.

PERCENTAGE OF ATTENDANCE

The percentage of attendance is computed by comparing the daily average attendance with daily average membership in a given school. Milwaukee senior high school students, city-wide, have an attendance rate of 87.98%.

The four target schools had lower attendance rates than the city-wide average. At South Division, during the 1971-72 school year, the average daily attendance was 84.88%. During the same time period the attendance rate at Riverside was 80.58%, at Washington 79.22% and at King 71.78%.

PERCENTAGE OF ATTENDANCE*

Boys' Technical	96.09%	(City-Wide)	87.98%
Bay View	94.95%	South Division	84.88%
Pulaski	94.77%	Riverside	80.58%
Hamilton	94.74%	West Division	80.58%
Marshall	93.88%	Washington	79.22%
Madison	93.43%	Lincoln	74.93%
Juneau	92.91%	North Division	74.36%
Custer	92.07%	King	71.78%

*Description of computation: average daily number of students in attendance compared to the average daily membership in each school. Source: Department of Pupil Personnel Services.

STUDENT MOBILITY

This is a measure of the total number of students who entered and left each senior high school during the 1971-72 school year compared with the total number of students who were enrolled in each school during the year. The resulting percentage is the student mobility rate.

All four sample schools were above the city-wide average on this factor (17.17%). At King the student mobility rate was 27.82%. The rate at Riverside was 25.53% while at South it was 24.70%, and at Washington. 21.71%.

STUDENT MOBILITY*

West Division	30.35%	(City-Wide)	17.17%
Lincoln	29.81%	Custer	16.92%
North Division	29.73%	Pulaski	13.20%
King	27.82%	Madison	12.82%
Riverside	25.53%	Bay View	8.95%
South Division	24.70%	Hamilton	8.03%
Washington	21.71%	Marshall	7.41%
Juneau	17.64%	Boys' Technical	4.44%

*Description of computation: total number of students who entered or left each school during the school year compared to the total number of students plus entering students. Source: Department of Pupil Personnel Services.

PERCENTAGE OF NINTH GRADE STUDENTS OVERAGE FOR GRADE LEVEL

Only two of the target schools, Rufus King and Riverside, have ninth graders. Of King's ninth graders, 7.10% are overage. Of Riverside's ninth graders, 3.46% are overage.

The city-wide average (6.91%) is computed utilizing data from Boys' Technical, King, North Division, Riverside and West Division High Schools and Juneau, Lincoln and Marshall Junior-Senior High Schools.

PERCENTAGE OF NINTH GRADE STUDENTS OVERAGE FOR GRADE LEVEL*

West Division	30.33%	Boys' Technical	1.68%
North Division	13.07%	Bay View#	
King	7.10%	Custer#	
(City-Wide)	6.91%	Hamilton#	
Lincoln	5.99%	Madison#	
Riverside	3.46%	Pulaski#	
Marshall	3.03%	South Division#	
Juneau	2.95%	Washington#	

*Description of computation: number of ninth graders who are 16 years or older compared to the total number of ninth graders in each of the following schools—Boys' Technical, King, North Division. Riverside and West Division High Schools and Juneau, Lincoln and Marshall Junior-Senior High Schools. Source: Department of Pupil Personnel Services.

#No ninth grade.

PERCENTAGE OF TENTH GRADE STUDENTS OVERAGE
FOR GRADE LEVEL

The four Project target schools, King, Riverside, South and Washington, have a higher proportion of their tenth grade students overage for grade level than is average for all tenth graders in Milwaukee Public Schools.

City-wide, 6.19% of all tenth graders are 17 years or older. King has 17.64% overage tenth graders; Riverside, 11.84%; South, 9.14%; and Washington, 6.60%.

PERCENTAGE OF TENTH GRADE STUDENTS OVERAGE FOR GRADE LEVEL*

King	17.64%	Juneau	3.63%
West	16.57%	Marshall	2.77%
Lincoln	13.84%	Bay View	2.75%
Riverside	11.84%	Pulaski	2.53%
North Division	11.27%	Custer	2.50%
South Division	9.14%	Madison	1.64%
Washington	6.60%	Hamilton	1.06%
(City-Wide)	6.19%	Boys' Technical	1.05%

*Description of computation: number of tenth graders who are 17 years or older compared to the total number of tenth graders in each school. Source: Department of Pupil Personnel Services.

PERCENTAGE OF ELEVENTH GRADE STUDENTS OVERAGE FOR GRADE LEVEL

The four sample schools are again above the city-wide average in percentage of students in the eleventh grade who are overage for grade level. In eleventh grade a student is overage if he is 18 years or older.

At South Division, 5.41% of eleventh graders are 18 years or older; at Washington, 5.83%. At Riverside the figure is 6.36%; at King, 12.67% of eleventh graders are overage. These figures can be compared to the city-wide figure of 4.31%.

PERCENTAGE OF ELEVENTH GRADE STUDENTS OVERAGE FOR GRADE LEVEL*

North Division	12.82%	Bay View	2.95%
King	12.67%	Pulaski	2.46%
West Division	10.45%	Custer	2.03%
Lincoln	7.11%	Juneau	1.55%
Riverside	6.36%	Madison	1.42%
Washington	5.83%	Hamilton	1.05%
South Division	5.41%	Boys' Technical	1.02%
(City-Wide)	4.31%	Marshall	.75%

*Description of computation: number of eleventh grade students who are 18 years or older compared to the total number of eleventh grade students in each school.
Source: Department of Pupil Personnel Services.

PERCENTAGE OF TWELFTH GRADE STUDENTS OVERAGE FOR GRADE LEVEL

Twelfth graders are overage for grade level if they are 19 years old. City-wide, only 2.12% of twelfth graders are overage.

Washington and Riverside come close to matching the city-wide figure, Washington with 1.81% and Riverside with 2.42%. Rufus King has 4.21% of its twelfth graders at age 19 or above; South Division has 6.19 of its twelfth graders in the overage bracket.

PERCENTAGE OF TWELFTH GRADE STUDENTS OVERAGE FOR GRADE LEVEL*

Lincoln	10.00%	Washington	1.81%
North Division	6.91%	Custer	1.80%
South Division	6.19%	Madison	.89%
West Division	4.34%	Pulaski	.60%
King	4.21%	Boys' Technical	.57%
Bay View	2.56%	Juneau	.50%
Riverside	2.42%	Hamilton	.39%
(City-Wide)	2.12%	Marshall	.24%

*Description of computation: number of twelfth graders who are 19 years or older compared to the total number of twelfth graders in each school. Source: Department of Pupil Personnel Services.

PERCENTAGE OF STAFF TURNOVER

This factor is concerned with the turnover among a school's certified staff. The concern is only with replacements and does not consider new or expanded positions. The number of replacements is compared to an adjusted total number of certified staff in each school. Adjustments have been made in the total number to take into account increases and reductions in staff.

City-wide, for the 1971-72 school year, the staff turnover rate was 11.91%. The four target schools were all above this average. Washington High School had a staff turnover rate of 19.16% for the present year. This is 5.50% higher than the 1970-71 staff turnover rate. King's 1971-72 rate was 15.95% as compared to 21.51% for the previous year. South's turnover rate dropped considerably from the 1970-71 school year to the present school year. The number of staff replacements at South for the 1970-71 school year accounted for 27.27% of its staff; in the 1971-72 school year this figure was reduced to 15.84%. Riverside's turnover rate remained rather constant for the two years. This year its percentage (20.98) was higher than all but one of the other high schools. Last year it was only slightly lower (20.73%).

PERCENTAGE OF STAFF TURNOVER*

Juneau	22.58%	(City-Wide)	11.91%
Riverside	20.98%	Madison	10.52%
Lincoln	20.00%	Bay View	7.21%
Washington	19.16%	Pulaski	6.73%
King	15.95%	Boys' Technical	6.66%
South Division	15.84%	Hamilton	6.66%
North Division	15.58%	Custer	5.73%
West Division	13.15%	Marshall	5.55%

*Description of computation: number of staff replacements compared to the adjusted total number of certified staff in each school. Source: Department of Certificated Personnel.

APPENDIX D

Milwaukee Student Survey

MILWAUKEE STUDENT SURVEY

All over the country many students have expressed dissatisfaction with their high schools; others appear quite content and feel that their high schools adequately serve their needs.

We are interested in determining how you feel about school in order to help in the development of new and alternative programs for high school students.

These questions are being asked at several high schools throughout the city. THIS IS NOT A TEST, and it has nothing to do with any of your classes. YOU WILL NOT BE GRADED ON YOUR ANSWERS.

Your answers will be strictly confidential. This survey will be used only by a few members of our research team.

You will be able to answer many questions with a check mark. Some questions ask you to fill in a word or two, or a couple of sentences. Please be sure to answer all the questions that you can.

PLEASE PRINT THE FOLLOWING INFORMATION:

Your name_____
(last) (first)

Your age_____ Sex_____ Name of School_____
(M or F)

Grade_____

BE SURE TO FILL OUT EACH PAGE

Please respond to the following statements. For each, indicate the extent to which you agree or disagree by placing an (X) on the appropriate line.

EXAMPLE: The school year should be extended to 12 months.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

1. In most of my classes, individual students can choose topics which are interesting to them.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

2. The main reason for going to school is to get a diploma.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

3. Those classes which have the greatest appeal to me are those in which I feel most challenged.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

4. The grades I get on tests accurately measure my understanding of the material.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

5. Some classes equip me with skills that I can use outside of the classroom.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

GO ON TO PAGE 2

6. My school has too many unnecessary rules.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

7. If I were caught breaking a school rule, I know I would be treated fairly.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

8. Whenever I'm called to one of the offices at school, I know I can expect trouble.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

9. I have met most of my closest friends at school.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

10. If I had a serious problem, I know at least one person on the staff in my school that I could talk to.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

11. None of the people who work at school really care about me.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

12. Many of my teachers seldom explain to me why I get the grades I do.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

GO ON TO PAGE 3

13. Many of my teachers allow students some choice in what they study in class.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

14. Many of my teachers encourage classroom discussion.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

15. Many of my teachers expect me to speak out if I disagree with them.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

16. Many of my teachers frequently show a lack of preparation.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

17. Many of my teachers will discuss grade changes with me.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

18. Many of my teachers are interested in the things I do outside of school.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

19. Many of my teachers don't try to understand young people.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

GO ON TO PAGE 4

20. I like to talk to many of my teachers after class.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

21. Many of my teachers like working with young people.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

22. Many of my teachers are hung-up on maintaining order in class.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

23. Many of my teachers just don't care about students if they're not going to college.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

24. I enjoy working with other students.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

25. It is difficult for a new student to find friends here.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

26. There are many closed groups of students here.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

GO ON TO PAGE 5

27. I'd rather talk with my friends than with my teachers.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

28. If I cut school I'm usually with my friends.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

29. My friends learn more in school than I do.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

30. My friends like school more than I do.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

31. Students have some voice in determining how this school is run.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

32. My friends and I often talk about what goes on in school.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

33. Those friends of mine who don't like school can suggest specific changes that they would like to see.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

GO ON TO PAGE 6

34. I hate having to do homework.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

35. I would rather do something I know well than try something new.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

36. I like difficult assignments.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

37. I work harder than most of the people I know in school.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

38. I enjoy reading books on my own.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

39. I would like to know more about some of the subjects I have taken in school.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

40. I like working in school organizations.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

GO ON TO PAGE 7

41. I enjoy attending school events.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

42. I get along well with most of my teachers.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

43. Our school is so large, I often feel lost in the crowd.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

44. I don't mind following school rules.

_____ agree strongly
_____ agree somewhat
_____ no opinion
_____ disagree somewhat
_____ disagree strongly

GO ON TO PAGE 8

Indicate the extent to which you agree or disagree with the following statements by placing an X on the appropriate line. Also indicate in the appropriate columns how you think your parents, or those you live with, feel about these statements.

			You	Father	Mother
45.	A high school diploma is the key to future success.	agree strongly			
		agree somewhat			
		don't know			
		disagree somewhat			
		disagree strongly			
46.	There is no place for the high school dropout in today's society.	agree strongly			
		agree somewhat			
		don't know			
		disagree somewhat			
		disagree strongly			
47.	High school grades tell how successful a person will be in his later life.	agree strongly			
		agree somewhat			
		don't know			
		disagree somewhat			
		Disagree strongly			
48.	The time spent in high school could be used better in other ways.	agree strongly			
		agree somewhat			
		don't know			
		disagree somewhat			
		disagree strongly			
49.	Each school should serve the special needs of its neighborhood.	agree strongly			
		agree somewhat			
		don't know			
		disagree somewhat			
		disagree strongly			
50.	School should be flexible enough to meet the changing needs of its students.	agree strongly			
		agree somewhat			
		don't know			
		disagree somewhat			
		disagree strongly			

GO ON TO PAGE 9

			You	Father	Mother
51.	A college degree is necessary for better paying and more satisfying jobs.	agree strongly	____	____	____
		agree somewhat	____	____	____
		don't know	____	____	____
		disagree somewhat	____	____	____
		disagree strongly	____	____	____
52.	What my school has to offer is not satisfying to me.	agree strongly	____	____	____
		agree somewhat	____	____	____
		don't know	____	____	____
		disagree somewhat	____	____	____
		disagree strongly	____	____	____
53.	Grading should be abolished.	agree strongly	____	____	____
		agree somewhat	____	____	____
		don't know	____	____	____
		disagree somewhat	____	____	____
		disagree strongly	____	____	____
54.	Grades do not promote learning.	agree strongly	____	____	____
		agree somewhat	____	____	____
		don't know	____	____	____
		disagree somewhat	____	____	____
		disagree strongly	____	____	____
55.	It's better to work with your hands than with your head.	agree strongly	____	____	____
		agree somewhat	____	____	____
		don't know	____	____	____
		disagree somewhat	____	____	____
		disagree strongly	____	____	____
56.	Salary is the most important consideration in choosing a job.	agree strongly	____	____	____
		agree somewhat	____	____	____
		don't know	____	____	____
		disagree somewhat	____	____	____
		disagree strongly	____	____	____
57.	An interesting job would be preferable to an uninteresting one, even though it might mean less money.	agree strongly	____	____	____
		agree somewhat	____	____	____
		don't know	____	____	____
		disagree somewhat	____	____	____
		disagree strongly	____	____	____

GO ON TO PAGE 10

		You	Father	Mother
58. Owning your own business is better than working for somebody else.	agree strongly			
	agree somewhat			
	don't know			
	disagree somewhat			
	disagree strongly			
59. Only a fool would work for a living if he didn't have to.	agree strongly			
	agree somewhat			
	don't know			
	disagree somewhat			
	disagree strongly			
60. You can tell how successful a man is by the things he owns.	agree strongly			
	agree somewhat			
	don't know			
	disagree somewhat			
	disagree strongly			
61. Manual labor is for those who are less intelligent.	agree strongly			
	agree somewhat			
	don't know			
	disagree somewhat			
	disagree strongly			
62. On the job training is the only way to learn a skill.	agree strongly			
	agree somewhat			
	don't know			
	disagree somewhat			
	disagree strongly			
63. The ideal job would leave you a lot of time to be with your family.	agree strongly			
	agree somewhat			
	don't know			
	disagree somewhat			
	disagree strongly			

GO ON TO PAGE 11

IN THIS PART OF THE SURVEY WE ARE GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR PARENTS. IF YOU LIVE WITH SOMEONE OTHER THAN BOTH PARENTS, THINK OF THE PEOPLE YOU DO LIVE WITH AS <u>YOUR PARENTS</u> FOR THESE QUESTIONS.

Listed below are some things parents may do with their children. For each, check how often each of your parents does it with you.

64. <u>How often does each of them:</u>	<u>Father</u>	<u>Mother</u>	
Answer your arguments by saying something like, "You'll know better when you grow up."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

65. <u>How often does each of them:</u>	<u>Father</u>	<u>Mother</u>	
Say that, "Their ideas are correct and should not be challenged by children."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

66. <u>How often does each of them:</u>	<u>Father</u>	<u>Mother</u>	
Make it clear that, "You should not argue with adults."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

67. <u>How often does each of them:</u>	<u>Father</u>	<u>Mother</u>	
Say that, "The best way to keep out of trouble is to stay away from it."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

GO ON TO PAGE 12

68. How often does each of them:	Father	Mother	
Say that, "You should give in on arguments rather than to risk making people angry."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

69. How often does each of them:	Father	Mother	
Say that, "Getting your idea across is important, even if others don't like it."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

70. How often does each of them:	Father	Mother	
Say that, "You should look at both sides of issues."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

71. How often does each of them:	Father	Mother	
"Talk at home about politics or religion, where one person takes a different side from others."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

72. How often does each of them:	Father	Mother	
Say that, "Every member of your family should have some say in family decisions."	_____	_____	very often
	_____	_____	pretty often
	_____	_____	sometimes
	_____	_____	rarely
	_____	_____	never

GO ON TO PAGE 13

73. How often does each of them:

	Father	Mother
Admit that, "Kids know more about some things than adults do."	_____	_____ very often
	_____	_____ pretty often
	_____	_____ sometimes
	_____	_____ rarely
	_____	_____ never

For each of the following questions, indicate the correct answer by circling the number directly in front of it.

74. How many times have you changed schools since the first grade? (Do not count promotions from grade school to junior high, or junior high to high school)

1. never
2. once
3. twice
4. three times
5. four times
6. five or more times

75. When was the last time you changed schools?

1. I have never changed schools
2. one year ago or less
3. two years ago
4. three years ago
5. four years ago
6. five or more years ago

76. If you did change schools, why?

_____

_____

GO ON TO PAGE 14

77. A. Are you presently a member of any school clubs or organizations?_____

If so, which ones?_____

_____

_____

_____

B. Are you presently a member of any other clubs or organizations?_____

If so, which ones?_____

_____

_____

_____

78. Including yourself, how many people under 18 live at your house?_____

79. With whom do you live now?_____

80. A. Which members of your household are presently employed, and what do they do?

Person	Occupation
_____	_____
_____	_____
_____	_____
_____	_____

B. Who provides <u>most</u> of the money in your household?

_____

GO ON TO PAGE 15

C. The person who provides most of the money does (CIRCLE ONE)

1. regular part-time work
2. part-time work every now and then
3. regular full-time work
4. full-time work every now and then
5. does not have a job right now
6. I don't know

D. The person who provides most of the money holds how many jobs? (CIRCLE ONE)

1. one
2. two
3. three or more
4. I don't know
5. doesn't have a job

31. From which of the following sources does your family get <u>most</u> of its income? (CIRCLE ONE)

1. a fixed salary (weekly, monthly)
2. hourly wages (daily, piece work)
3. fees (as with doctors, lawyers)
4. unemployment or workmen's compensation, social security
5. state or county financial aid
6. don't know

GO ON TO PAGE 16

82. Which of the following best describes your family finances? (CIRCLE ONE)

1. barely able to make a living
2. have all the necessities
3. comfortable
4. well-to-do
5. wealthy
6. very wealthy
7. don't know

83. How many different houses or apartments has your family lived in during the last three years? (CIRCLE ONE)

1. we've lived in the same place
2. two different places
3. three places
4. four places
5. five or more different places

84. Which of the following best describes the building you live in? (CIRCLE ONE)

1. a one-family house
2. a two-family house
3. a small apartment house (four families or less)
4. a large apartment house (more than four families)
5. a rooming house, hotel or trailer
6. something different from the above

85. Were your parents born in the United States? (CIRCLE ONE)

1. my father was, but my mother wasn't
2. my mother was, but my father wasn't
3. both were born in the U. S.
4. both were born outside the U. S.
5. I don't know

GO ON TO PAGE 17

86. If another language besides English is spoken in your home, what is it?

_____

87. What kind of work would you <u>like</u> to do for a living?

_____

88. What kind of work do you <u>think</u> you will be doing for a living?

_____

89. At this time could you find a good full-time job without anyone's help?

YES_____ NO_____

If Yes, what kind of job?

_____

90. If you <u>did</u> need help in finding a job, whom would you ask?

_____

91. During the past year, have you thought about quitting school?

YES_____ NO_____

If Yes, why?

_____

92. Do many of your teachers exercise excessive authority over their classes?

YES_____ NO_____

If Yes, how do they do it?

_____

GO ON TO PAGE 18

93. Do your teachers criticize the language you use in the classroom?

YES_____ NO_____

If Yes, why?

_____

94. Would you prefer being taught in the language you use at home?

YES_____ NO_____

If Yes, why?

_____

95. Do you attend school part-time and work part-time in a school work-study or cooperative program?

YES_____ NO_____

If Yes, why did you join the program?

_____

96. If you are not participating in a school work-study or cooperative program, would you like to?

YES_____ NO_____

Why, or why not?

_____

97. If it were possible, would you like to work during the day and attend school at night?

YES_____ NO_____

If Yes, why?

_____

GO ON TO PAGE 19

98. Have you <u>tried</u> to get a <u>part-time</u> job since September? (Excluding work-study programs)

YES_____ NO_____

If Yes, did you get one? (If No, go on to Question 101)

YES___ NO___

If Yes, what kind of job?

_____

99. Did anyone help you in looking for a job?

YES_____ NO_____

If Yes, who?

_____

100. Do you have to work part-time in order to stay in school?

YES_____ NO_____

101. Do you think you could get a better education outside of school?

YES_____ NO_____

Why? _____

_____

_____

_____

_____

102. Did you work last summer?

YES_____ NO_____

If Yes, did you work
Full-time or Part-time?

_____

GO ON TO PAGE 20

103. Some people say that school attendance should <u>not</u> be required. Do you agree or disagree?

AGREE_____ DISAGREE_____

Why do you feel this way?

_____

_____

_____

_____

104. School is . . . _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

GO ON TO PAGE 21

105. Let's assume that you have been invited to help plan a new high school. What suggestions do you have, if any, that could help in the planning of courses and the design of the building?

If you are interested in helping us further with our study, please supply the following information:

Name_____

School_____

Home Room_____

Would you prefer participation within: (PLEASE CHECK ONE)

(1) A group discussion_____

(2) Personal interview_____

THANK YOU

****

END

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